



# Illinois High School to College Success Report

P-20 Council Meeting  
July 27, 2011



# Why should Illinois have a high school feedback report?

- Each year, more than 65,000 Illinois public high school graduates enroll full-time for the first time in 48 public community colleges and 11 public universities in Illinois.
- Accurate and comprehensive data on the academic progress of first-time, full-time students during their first year in higher education provides educators and policymakers with important information.

# History & Background

- 20 Years of History.
- Centralized Report Prepared by University of Illinois officials working with Public Universities and High Schools.
- Community Colleges provided High School Feedback Reports to in-district high schools. Core data elements for these reports were identified at the state level.
- Formerly the High School Feedback Report.
- Now the Illinois High School-to-College Success Report.

# History & Background

## Resolution SJR59 (2007)

- Development of a new report to inform schools and districts about their graduates' postsecondary outcomes.
- Partnership of the 3 education agencies (ICCB, ISBE, and IBHE) and ACT, Inc.
- Intended to inform district and State programs aimed at improving student attainment.
- Availability for public consumption

# Getting Started

- Statewide meetings of stakeholders to gather feedback on report prototype
- Formed committees to assist in development of report
  - Marketing, Training & Monitoring Committee
  - Technical / Data Committee

# Purpose of the Report

- Promote collaborative discussions and decisions.
- Inform data-driven decision making.
- Support secondary and postsecondary institutions in developing an articulated and aligned curriculum.
- Initial report from the P-20 data system.
- Help to ensure success for all students.



# Components of the Illinois High School to College Success Report

- Individual High School Reports
  - Individual Community College Reports
  - Individual Public University Reports
  - State Aggregate Reports for all 3 sectors
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# What institutions are Included?

- Illinois Public High Schools
- Public Postsecondary Institutions
  - Universities
  - Community Colleges
- Does NOT include private High Schools
- Does NOT include private Colleges or Universities
- Does NOT include students attending out-of-state postsecondary institutions
- Private IHEs may choose to participate



# Who is Included?

- Initial Reporting – Fall 2006 (FY07), Fall 2007 (FY08), and Fall 2008 (FY09).
- 1<sup>st</sup> Time, Full Time, Degree Seeking Cohort – Recent High School Graduates.

# High School to College Success Report FAQs

- What will it provide?
  - Accurate and comprehensive data on the academic performance of these students during their first year in higher education
  - Information to review curriculum, standards, and expectations and to make revisions when appropriate to improve student success
  - Data to make policy decisions to support collaboration between secondary and postsecondary institutions, as well as alignment between secondary and postsecondary standards and expectations

# High School to College Success Report FAQs

➤ What will schools receive?

- Student performance (GPA) at 2 or 4-year public postsecondary institutions.
- How your students performed compared to state average.
- College Readiness Benchmark Scores by subject area.
- Aggregate data on your enrolled students' performance in college, with data broken down by school/college.
- Summary statistics of your students who did/did not take core coursework.

# High School to College Success Report FAQs

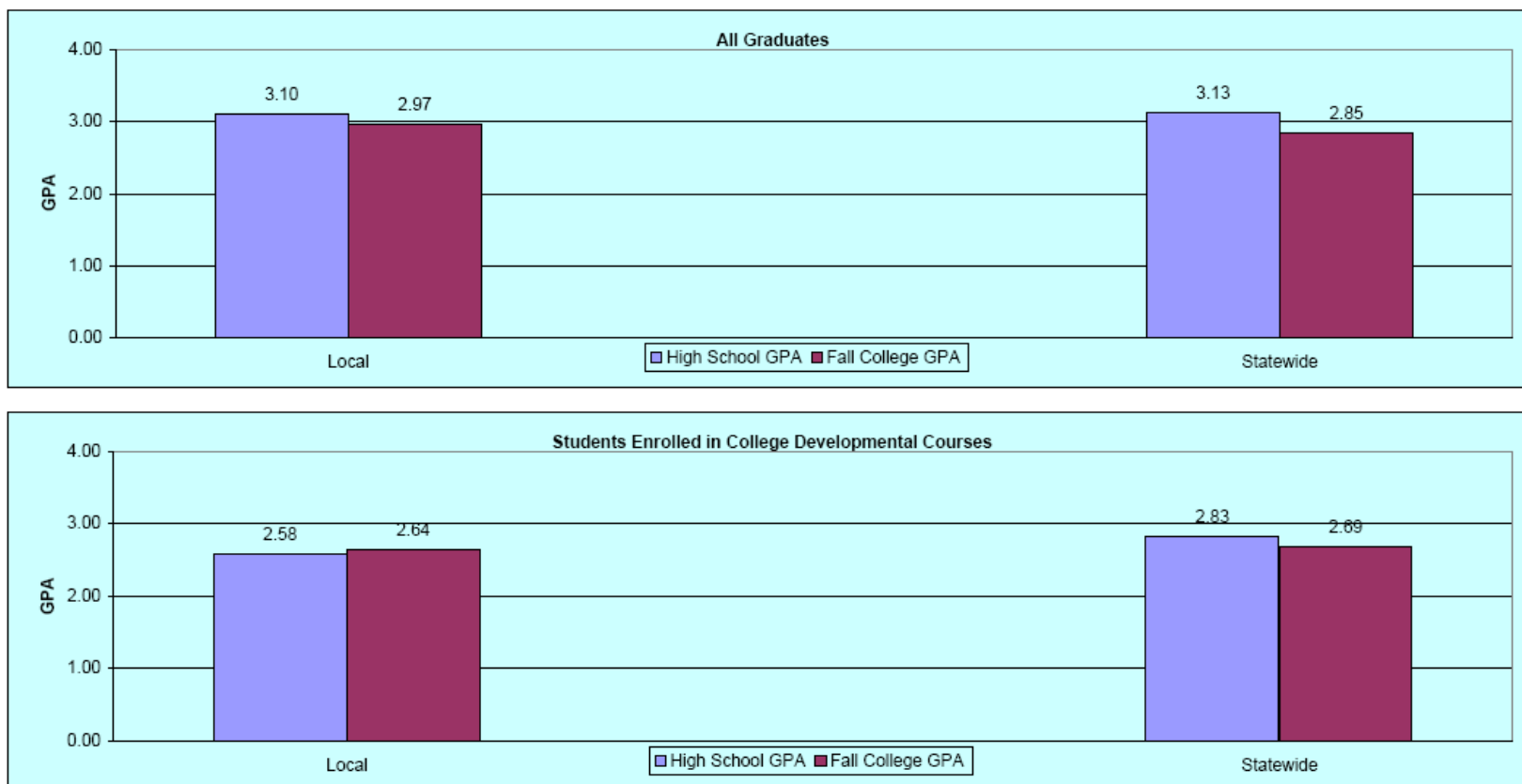
- What will schools receive...cont.
- Student performance by high school course sequence patterns in math and science.
- Average GPAs by ACT College Readiness Standards score ranges.
- Student performance in credit bearing and developmental courses.
- Summary statistics of those who persistence from year one to year two of postsecondary career.

## Descriptions of Charts and Tables Included in This Report

The charts and tables in this report describe performance indicators for the ACT-tested high school graduates of 2004 who attended a public postsecondary institution in [Any State] in fall 2004. Suggested next steps are provided to help you as you work to improve the academic development of your students and their subsequent success in college.

- How did fall college grade average for our students compare to those of others statewide and by college?  
(See Charts 1, 7b, and Tables 1, 2)
- Did students who achieve ACT College Readiness Benchmark Scores earn higher freshmen grades?  
(See Chart 2 and Table 3)
- How important was rigorous preparation in high school mathematics for success during the first year of college?  
(See Chart 3 and Table 4)
- How important was rigorous preparation in high school science for success during the first year of college?  
(See Chart 4 and Table 5)
- How did the ACT Composite scores of our students compare to those of enrolled freshmen statewide and by college?  
(See Charts 7a, 8, and Table 1, 7)
- By ACT College Readiness Standards Score Ranges, what were the first-term and first-year college GPAs of our students?  
(See Charts 5, 6, and Table 6)
- What percent of our graduates who enrolled in college completed college preparatory (core) coursework?  
(See Chart 7a, 7b, and Table 2)
- Were students who took the recommended college preparatory (core) coursework more successful during their first-year at college?  
(See Chart 7b and Table 2)
- How many of our ACT-tested students were assigned to developmental coursework, and what were their ACT scores and fall college GPAs?  
(See Charts 1, 7a, 8, and Table 7)
- How many of our ACT-tested students persisted into year 2 and enrolled at the same campus as year 1?  
(See Charts 9, 10, and Table 8)
- Were graduates who received state scholarships more successful than those who did not?  
(See Chart 11 and Table 9)

Chart 1: High School and Fall College GPA for Local and Statewide Students - All Graduates and Those Assigned to Developmental Courses



**What This Chart Tells You:**

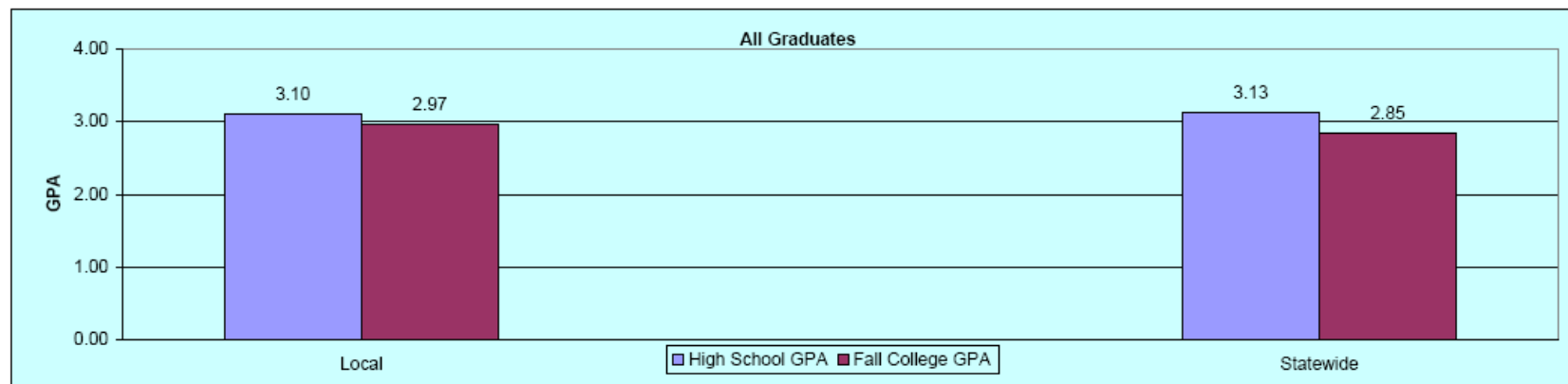
Students who were assigned to developmental coursework generally earn lower grades in both high school and college. The need for developmental courses should be less if students take the recommended college preparatory courses: 4 or more years of English, 3 or more years of mathematics beyond pre-algebra, 3 or more years of science and social studies. Comparisons by campus are shown in Table 2 and 7 (Appendix).

**Your Next Steps:**

1. Make sure all students are taking college-preparatory courses and are taught using a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, their syllabi, and their lesson plans for rigorous college-oriented content.



Chart 1: High School and Fall College GPA for Local and Statewide Students - All Graduates and Those Assigned to Developmental Courses

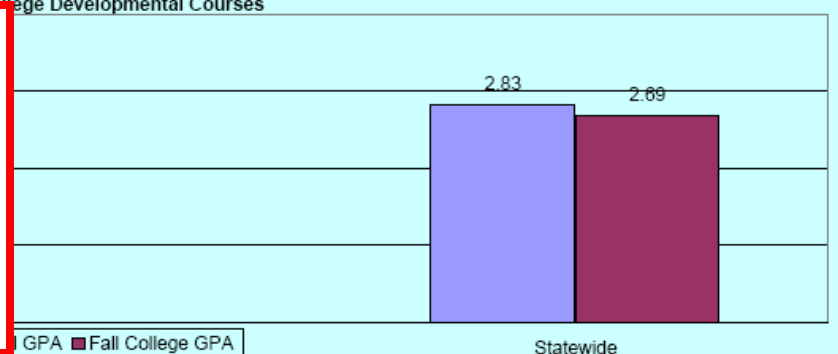


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**Students Enrolled in College Developmental Courses**



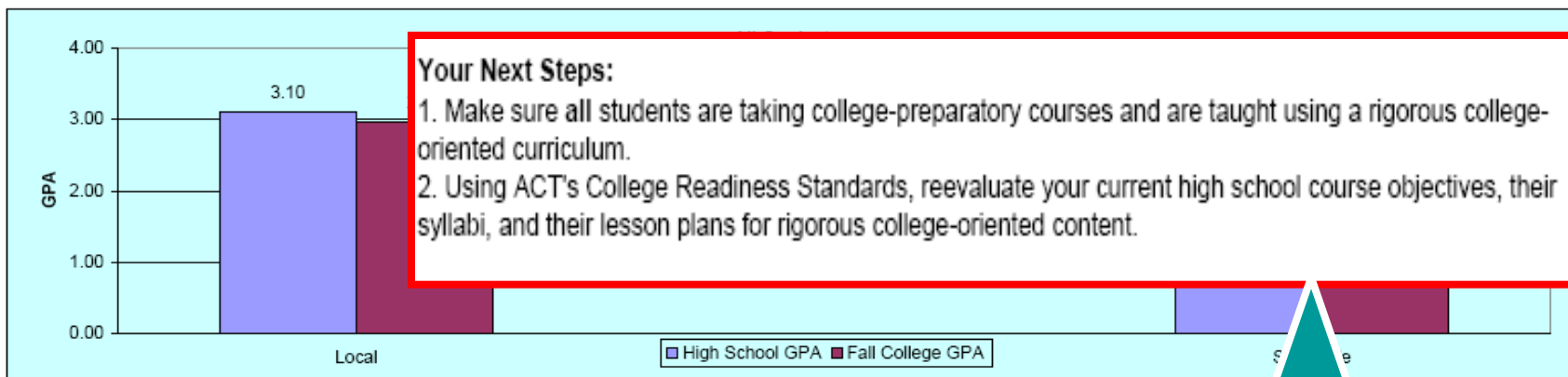
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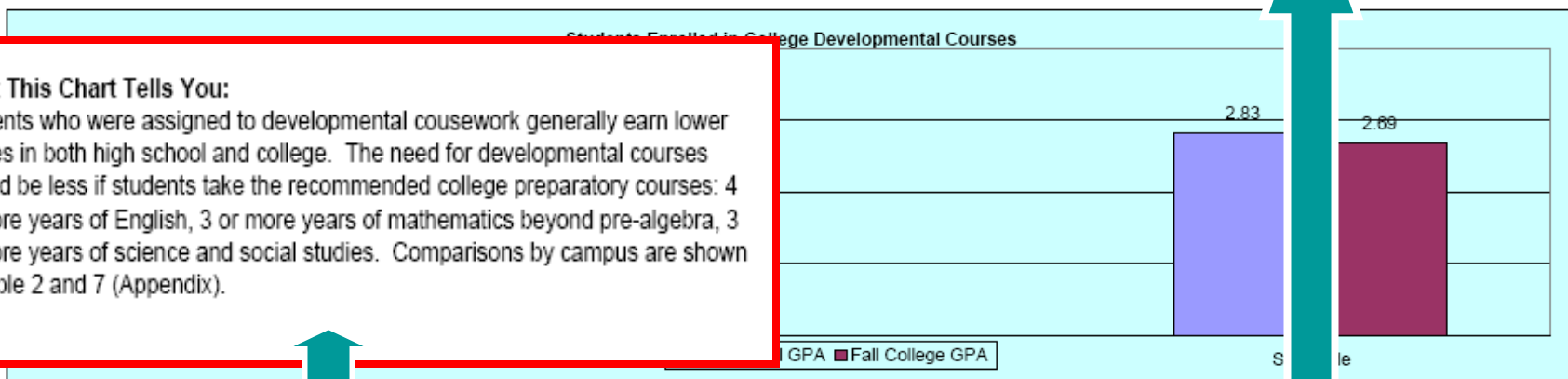
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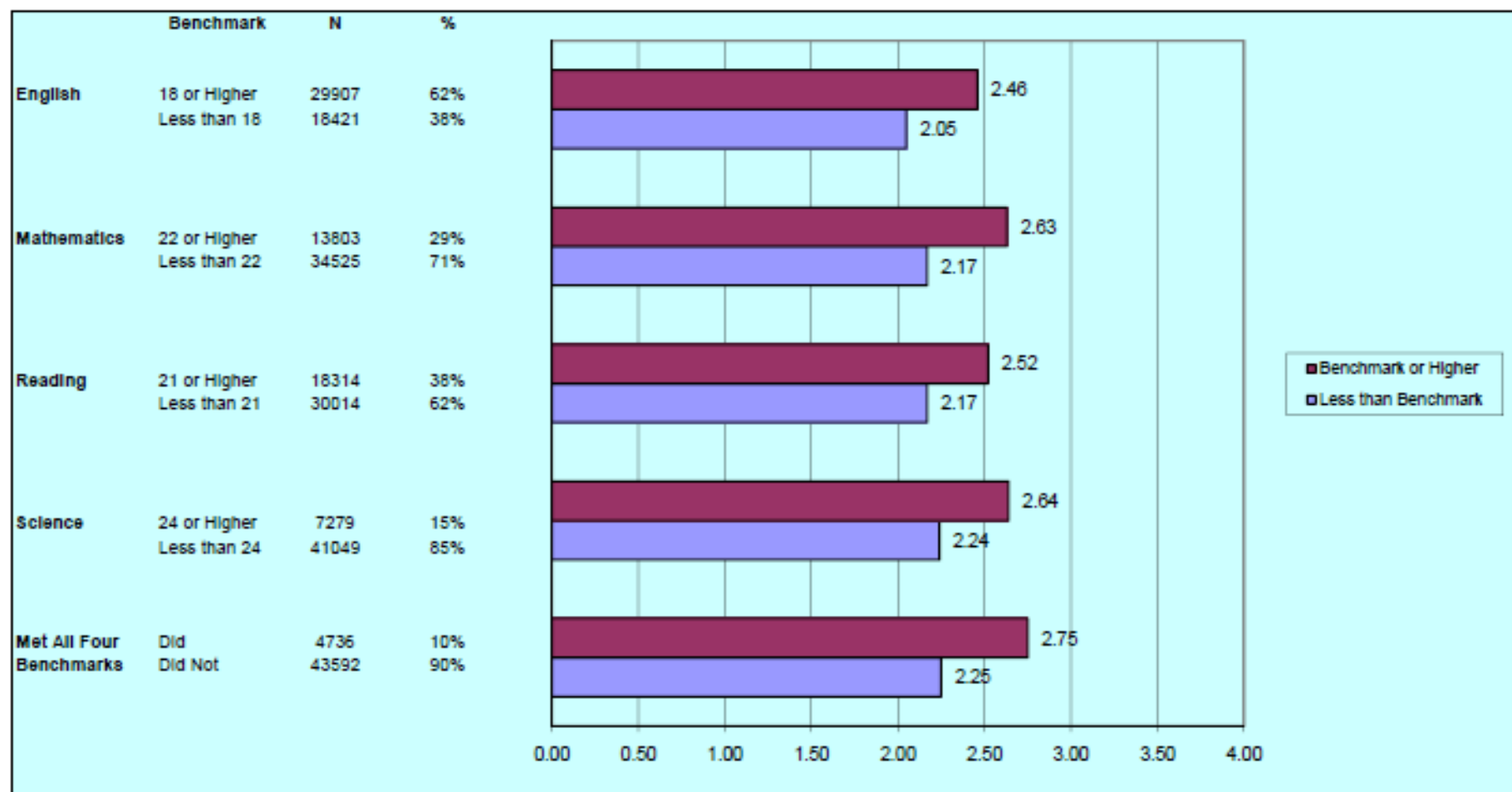
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1. Make sure all students are taking college-preparatory courses and are taught using a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, their syllabi, and their lesson plans for rigorous college-oriented content.

Chart 2: Average First Year College GPA for Students Who Did/Did Not Earn ACT College Readiness Benchmark Scores Across Test Subjects



**What This Chart Tells You:**

Students who earned the ACT College Readiness Benchmark Scores in high school earned higher freshmen grades than those who fell short of the benchmark scores. Comparisons by Institution are shown in Table 3 (Appendix). The benchmark scores are associated with a 50% or more chance of earning a B or better in selected courses (see Appendix pg. 23).

**Your Next Steps:**

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, review the skills needed to move your students to a higher score range.
3. Provide students with help both inside and outside the classroom (when needed) with tutors, teachers, and/or other helpers.

Chart 10: Local and Statewide Students Enrolled in Public Postsecondary Institutions Who Did/Did Not Return to the Same Campus in Year 2  
- ACT Composite Scores and High School GPA

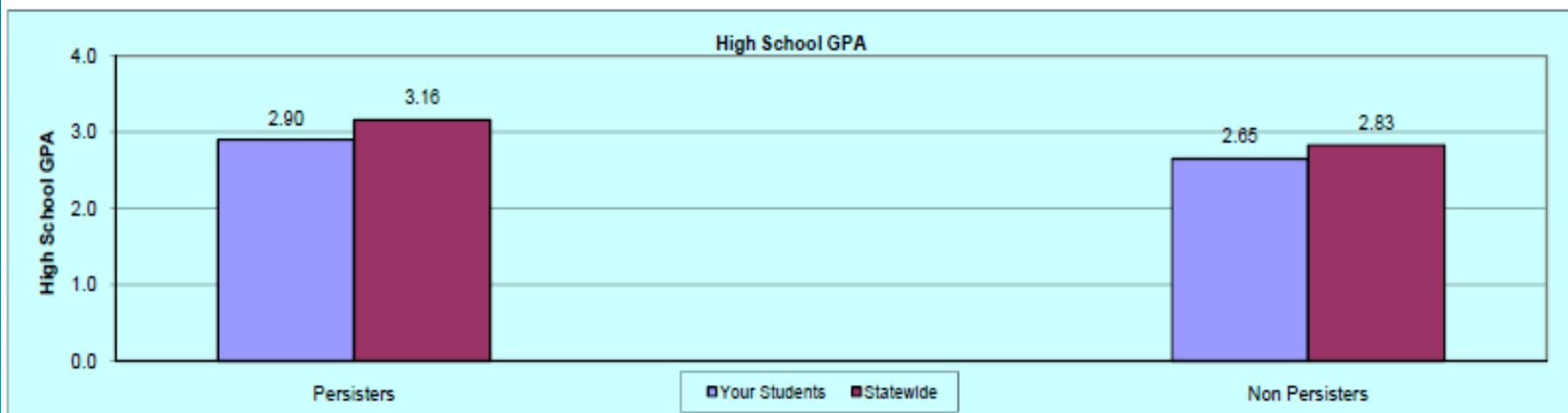
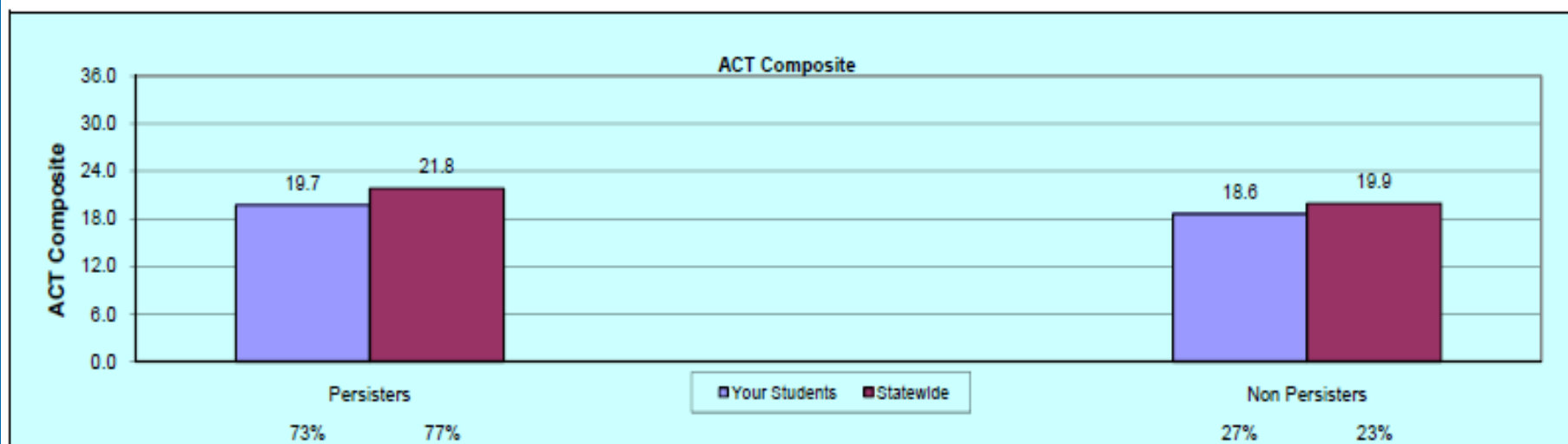


Table 6: Average First Year GPA for Your ACT-tested Students by ACT College Readiness Standards Score Ranges

Remarks: The ACT College Readiness Standards (CRS) Score Ranges are directly associated with average first semester grade point average. Higher scores are associated with higher grades. To help secondary school students develop better educational backgrounds, see the "College Readiness Standards", referenced in the Appendix. Depending on the score range, suggestions are provided to help students strengthen their skills to reach the next score range level. All secondary students can develop better college readiness by taking more rigorous courses in high school, which in turn leads to higher ACT test scores and better preparation for college.

Code Name	College Freshmen First Year GPA by ACT CRS Score Ranges											
	1-15		16-19		20-23		24-27		28-32		33-36	
	N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA
142175 WARREN TOWNSHIP HIGH SCHOOL	41	1.65	150	2.00	167	2.17	69	2.67	24	3.04	2	—
143857 SCHAUMBURG HIGH SCHOOL	45	1.95	167	2.21	141	2.45	55	2.61	8	—	1	—
140213 BARTLETT HIGH SCHOOL	22	1.84	139	2.08	136	2.17	58	2.74	10	2.76	0	—
141410 J S MORTON HIGH SCHOOL EAST	100	2.14	184	2.29	64	2.44	11	2.55	1	—	0	—
142655 LOCKPORT TWP HIGH SCHOOL	25	2.39	136	2.23	132	2.62	49	2.74	9	—	0	—
143325 CARL SANDBURG HIGH SCHOOL	20	1.94	138	2.42	125	2.49	58	2.55	7	—	0	—
143343 JAMES B CONANT HIGH SCHOOL	34	1.90	122	2.42	126	2.58	54	2.94	10	3.52	1	—
141778 ELK GROVE HIGH SCHOOL	30	1.81	117	2.16	133	2.54	51	2.68	9	—	0	—
141631 COMMUNITY HS DIST 99 SOUTH HS	21	1.62	102	1.93	136	2.36	65	2.40	13	2.39	0	—
143357 AMOS ALONZO STAGG HIGH SCHOOL	26	2.15	139	2.32	106	2.59	44	2.81	10	2.65	1	—
142301 HOFFMAN ESTATES HIGH SCHOOL	43	1.62	132	2.24	94	2.47	40	2.66	8	—	0	—
140640 LANE TECHNICAL HIGH SCHOOL	12	2.05	83	2.30	153	2.60	63	2.83	5	—	0	—
143585 QUINCY SENIOR HIGH SCHOOL	51	1.35	97	1.86	113	2.32	42	2.57	11	2.90	0	—
143347 WILLIAM FREMD HIGH SCHOOL	19	2.29	102	2.11	112	2.59	62	2.82	12	2.87	0	—
141948 LINCOLN-WAY EAST HIGH SCHOOL	32	2.39	124	2.38	110	2.57	29	2.61	5	—	0	—
140303 J S MORTON HIGH SCHOOL WEST	63	1.91	159	2.12	58	2.48	16	2.46	2	—	0	—
143170 LINCOLN-WAY CENTRAL HS	28	1.60	109	2.37	111	2.62	42	3.03	7	—	1	—
143345 PALATINE HIGH SCHOOL	35	1.84	100	2.22	99	2.60	47	2.76	11	3.46	1	—
144117 VICTOR J ANDREW HIGH SCHOOL	19	1.90	98	2.37	113	2.50	46	2.34	6	—	1	—
142483 LYONS TOWNSHIP HIGH SCHOOL	22	1.68	103	1.97	100	2.13	37	1.94	10	2.35	0	—
143703 GUILFORD HIGH SCHOOL	40	1.62	121	1.98	84	2.31	23	2.56	3	—	0	—
144038 STREAMWOOD HIGH SCHOOL	32	1.97	107	1.97	88	2.24	40	2.67	2	—	1	—
142852 LAKE PARK HIGH SCHOOL	13	1.05	94	2.04	104	2.40	45	2.77	8	—	0	—
143415 PEKIN COMMUNITY HIGH SCHOOL	23	2.06	78	1.84	94	2.26	59	2.47	8	—	0	—
140185 AURORA WEST HIGH SCHOOL	32	2.13	114	2.48	75	2.89	32	2.79	4	—	0	—
143496 PLAINFIELD SOUTH HIGH SCHOOL	42	1.86	112	2.45	76	2.66	24	3.03	2	—	0	—
140447 BUFFALO GROVE HIGH SCHOOL	13	2.10	78	2.16	104	2.57	48	2.66	11	3.06	0	—
141595 MAINE TOWNSHIP HS EAST	24	1.86	113	2.19	85	2.31	28	2.50	4	—	0	—
141772 LARKIN HIGH SCHOOL	26	1.70	72	2.32	92	2.21	46	2.68	16	3.03	0	—
140534 GLENBARD NORTH HIGH SCHOOL	25	1.43	85	2.15	92	2.41	44	2.37	4	—	0	—
143080 MOUNT VERNON TOWNSHIP HS	40	2.39	81	2.64	83	2.85	34	3.27	4	—	0	—

## ***Will*** do:

- It will provide a snapshot of data and information to support conversations about secondary and postsecondary collaboration.

## ***Will not*** do:

- It will not represent 100 percent of Illinois high school graduates.
- It will not include information about students attending private or proprietary institutions of higher education within Illinois.



## ***Will*** do:

- It will provide information about freshman students attending public universities and community colleges in Illinois.

## ***Will not*** do:

- It will not represent the performance of individual high school students.
- It will not include information about students attending institutions of higher education outside the state.

## ***Will*** do:

- It will provide information that can be used to facilitate conversations between secondary and postsecondary educators and policymakers.
- It will serve as a useful component of formative evaluation

## ***Will not*** do:

- It will not allow readers to draw conclusions about the performance of individual high schools and/or postsecondary institutions.

# How will this inform Stakeholders?

- ***Educators*** will have additional information to review curriculum, standards, and expectations and to make revisions when appropriate to improve student success.
- ***Parents and community residents*** will have information on college and career readiness to support conversations with secondary and postsecondary institutions and groups.
- ***Policymakers*** will have additional data to make policy decisions to support the collaboration between secondary and postsecondary institutions as well as the alignment between secondary and postsecondary standards and expectations.

# What has happened to date

- High school and postsecondary reports were disseminated to institutions on June 8<sup>th</sup>.
- University and community college reports were posted on the respective IBHE and ICCB websites on June 24<sup>th</sup>.
- High School reports were posted on the Illinois Interactive Report Card website on June 24<sup>th</sup>.
- Statewide Summit was held June 24<sup>th</sup> with over 230 attendees.

# Next Steps

- The agencies are working with IERC to develop a monitoring tool to evaluate institutional use of the report, the dissemination timeline, and value of report data that will be reviewed for report modification or expansion.
- Development of a webinar to assist institutions in using the report.
- Professional development workshops—  
(dependent upon funding)